DOCUMENT RESUME

ED 433 064 JC 990 558

AUTHOR	Baker, Richard
TITLE	Assessment Faculty Guide: The Rationale and Process for Outcomes Assessment.
INSTITUTION	Saint Louis Community Coll., MO.
PUB DATE	1999-02-25
NOTE	52p.
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Accountability; *College Faculty; *College Outcomes Assessment; Community Colleges; *Educational Planning; Evaluation Methods; Institutional Evaluation; Job Analysis; Performance; Productivity; Program Evaluation; Site Analysis; Specifications; Two Year Colleges
IDENTIFIERS	*Saint Louis Community College MO

ABSTRACT

The Assessment Faculty Guide from St. Louis Community College provides guidance for faculty members about how to implement outcomes assessment. The handbook is divided into five areas: (1) assessment rationale, including history, definition, principles, and questions and answers; (2) the structure of assessment, providing a description, organization chart, and current membership of related campus committees; (3) the assessment process; (4) faculty responsibility and participation; and (5) necessary forms. The guide emphasizes the paradigm shift that has taken place in community colleges that shifts the focus from teaching to learning. Student assessment is taken to mean the systematic collection, examination, and interpretation of qualitative and quantitative data about student learning and the use of that information both to document and to improve student learning. St. Louis' program is faculty-driven, ongoing, designed to refocus institutional attention on quality instead of enrollment growth, and is separate from faculty evaluation. Under the plan, the primary work of assessment is performed by the assessment units--such as instructors, academic departments, career program offices, and college service units--with the support of the campus assessment committee. The assessment process itself employs a five step model of outcomes assessment: (1) identify mission and goals; (2) identify outcomes; (3) determine an appropriate means of assessment; (4) collect the results; and use the results to improve student learning. Sample forms are included. (CAK)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 433 064

Assessment Faculty Guide
The Rationale and Process for Outcomes Assessment

Richard Baker

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

R. Baker

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

St. Louis Community College

JC 990555

BEST COPY AVAILABLE

TABLE OF CONTENTS

ASSESSMENT RATIONALE
History 1
Definition 2
Some Principles of Assessment 3
Questions and Answers 4

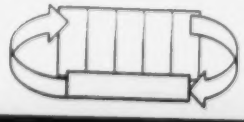
THE STRUCTURE OF ASSESSMENT
Description 7
Organization Chart 8
Current Membership 9

ASSESSMENT PROCESS
Mission and Goals 11
Outcomes 12
Means of Assessment 15
Results 18
Use of Results 19

FACULTY RESPONSIBILITY AND PARTICIPATION 21

THE FORMS
Classroom Assessment Record 25
Departments and Programs 26
Form A 27
Course Assessment 30
Program Assessment: Form B 34
Form C: Career Programs 36
Form C: Developmental Programs 37
Form D 39
Sample forms 40

COMMITTEE – DEPARTMENT/DISCIPLINE/PROGRAM ASSIGNMENTS ..... Appendix A
CURRENT TIMETABLE ..... Appendix B
VOCABULARY OF ASSESSMENT ..... Appendix C



ASSESSMENT RATIONALE

HISTORY

In the 1980's, a series of commission studies of higher education[1] prescribed improvements for American higher education . . . especially undergraduate education. Most of these suggested assessment--measuring whether undergraduate education does what it is supposed to do--as a significant component of any renaissance in American universities and colleges.

At the same time, the American public, prompted by despair over the non-performance of elementary and secondary education, was coming to demand accountability of educators; in many states this pressure produced performance standards set by the legislature and enforced by a state department of education. So far, this has only extended beyond K-1 2 in two state,[2] but there is a general lack of confidence expressed by Congress and many states that higher education can provide the necessary quality assurances to the public.

In an era when a great number of institutions, from the United Way through the Roman Catholic church, are being called to greater public accountability, it is significant that higher education is still able to do its own policing through the agency of the regional accrediting bodies. Recognizing that accountability in education is a reasonable thing to expect, the regional accrediting bodies, since the 80's and led by the Southern Association, have been requiring self-assessment as a means to this accountability which does not impose outside standards. Assessment allows educators and scholars to set the standards (i.e., what it is anticipated that students will learn), then ascertain if, in fact, learning is happening . . . and what to do if it is not.

In the same time period, there has been a 'paradigm shift' in higher education which especially affects community colleges; it is the change in emphasis from teaching to learning.

> The key assumption of the community college paradigm now in wide use is that the purpose of community colleges is *to provide instruction*. Community colleges refer to themselves as the premier *teaching* institutions of higher education. . . . Institutional success is judged comparatively on the basis of the quality and quantity of resources, students, faculty, programs, and courses--not on learning outcomes and student success. Clearly, the current purpose of community colleges is to provide instruction, not to produce learning.[3]

---

[1] *To Strengthen Quality in Higher Education* (1982); *A Nation at Risk* (1983); *To Reclaim a Legacy* (1984); *Involvement in Learning* (1984).

[2] Florida provides a particularly painful example of a statewide exam created legislatively which colleges struggle to satisfy . . . or circumvent.

[3] Robert B. Barr, "From Teaching to Learning: A New Reality for Community Colleges" *Leadership Abstracts* (League for Innovation in the Community College) March 1995.

But Barr and others have called on community colleges to make this paradigm shift, to emphasize the outcome of good teaching which is good learning. And as learning more and more becomes the focus, colleges and their accrediting bodies have turned to assessment as the means by which to discover if learning is taking place . . . and what might be done to improve student learning. The attention is now not on the input (teaching) but the outcome (learning).[4]

Since 1989, North Central has stated the expectation that colleges and universities will assess institutional effectiveness. The ultimate goal of assessment is to indicate whether the institution does what it claims.

> **B 20 OUTCOMES ASSESSMENT** ***BOARD POLICY***
> ST. LOUIS COMMUNITY COLLEGE IS COMMITTED TO THE CONTINUOUS ASSESSMENT OF PROGRAMS AND SERVICES AND THE USE OF THE RESULTS THEREOF TO IMPROVE LEARNING AND INSTITUTIONAL EFFECTIVENESS

To decide institutional effectiveness, it is necessary to assess the effectiveness of the component units of the institution. So, assessment involves departments and support services, administrators and clerical operations . . . but it starts with the classroom and the academic programs where student achievement is the focus. The purpose of assessment is the improvement of student learning.

In the fall of 1996, a college-wide committee composed of 13 faculty members, four administrators, and four assessment professionals created an assessment plan for St. Louis Community College which was submitted to N.C.A. in December of that year. With the acceptance of the plan by N.C.A. in March, 1997, it became the official assessment plan for the college and directed assessment through the N.C.A. accreditation visit of March 1998 (*see appendix A).*

In preparation for that visit, assessment activities had focused on one level of assessment, program assessment. To expand assessment to all the levels envisioned in the 1996 plan, a task force of faculty created in the summer of 1998, a strategy and some additions to that plan known temporarily as the "Five Year Plan." Over the fall semester that followed, public forums were held on the proposal and the task force received input from all faculty including a special committee of N.E.A. representatives. In February 1999, the College Academic Council approved the strategy and additions to the original plan. The descriptions, instructions, and forms contained in this Faculty Guide are derived from the 1996 Plan as extended by the 1998 additions.

---

[4]Interestingly, the 'intake assessment' of high school students which colleges have done for years is assessment of the outcomes of the high schools . . . but only recently have the results been fed back to the high schools to improve the learning process there.

DEFINITION OF ASSESSMENT

The North Central Association uses the phrase 'assess student learning' to mean the

> Systematic collection, examination, and interpretation of qualitative and quantitative data about student learning and the use of that information both to document and to improve student learning.

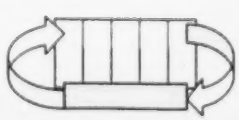
The elements of this description provide the key points for which NCA evaluators look when visiting a member institution. They believe that a program to assess student learning should:

- be structured, systematic, and ongoing, not episodic;
- be related to other institutional strategies and long-range plans and to planning and budgeting processes;
- emerge from and be sustained by a faculty and administrative commitment to excellent teaching and effective learning;
- provide explicit and public statements regarding the faculty's expectations for student learning;
- collect, examine, and interpret the results of assessment to determine the degree to which the fit between faculty expectations for student learning are met by the competencies, knowledge, skills, and values students can be demonstrated to have acquired and the level of learning achieved;
- use the information obtained from assessment to document present student learning and suggest areas where instruction is resulting in optimal learning and where improvement is needed;
- provide encouragement and the means to test changes that could improve learning where they are indicated.[5]

It is to satisfy these points that St. Louis Community College has created an ongoing, faculty-driven process for assessing student learning and a faculty-staffed structure to implement it.

---

[5]Cecilia L. Lopez, "Classroom Research and Regional Accreditation: Common Ground" Briefings (North Central Association of Colleges and Schools) October 1996.



SOME PRINCIPLES OF ASSESSMENT

⇒ It is faculty driven. Faculty members identify the outcomes, specify the means of assessment, and decide what to do with the results.

⇒ It is an ongoing process. Instructors in departments and programs, as well as college services personnel are to do assessment as a regular and annual event.

⇒ It shows outsiders that we do what we say we do in words they can understand.

⇒ Assessment refocuses institutional attention on quality instead of enrollment--growth in numbers does not mean improvement.

⇒ Assessment is not and should not be associated with faculty evaluation.

> C 19 EMPLOYEE EVALUATION *BOARD POLICY*
> .... WHILE IT IS EXPECTED THAT ALL EMPLOYEES WILL PARTICIPATE IN ASSESSMENT ACTIVITIES RELEVANT TO THEIR SERVICE OR PROGRAM AND MAY CHOOSE TO CITE THESE ACTIVITIES AS PART OF THEIR SELF-EVALUATION, EMPLOYEE EVALUATION WILL BE SEPARATE FROM ASSESSMENT.

⇒ Because the reason for assessment is the improvement of student learning, it continues after and apart from visits of accrediting agencies.

⇒ The object of analysis is the learning process, not the individual student or faculty member.

⇒ Assessment is about improving learning not judging teaching.

⇒ All outcomes cannot be assessed at the same time, so only a few of the many are assessed in any one year.

QUESTIONS AND ANSWERS

Since assessment is the result of a change in the conventional wisdom about the education process and involves new approaches to traditional activities, numerous questions are raised as it is implemented. The following section undertakes to provide answers to specific questions as a means to further understanding of the whole process.

Q. Isn't the bottom line that assessment results could be used against me, the classroom teacher?

A. The emphasis on student learning means that assessment is concerned about the **content** of a course or program not the delivery method. Faculty members in an academic department

or program, interpreting the results of an assessment measure, might collectively decide to give more attention to a certain skill, competency, or knowledge area, and might even recommend changes in pedagogy but they cannot compel the behavior of a given instructor.

Q. Why isn't the grade I give a student sufficient assessment?

A. Outcomes assessment expands the scope of inquiry from the individual student (who will continue to be individually assessed in courses) to the classroom, course, or program which serves many students. Therefore, it is the aggregate performance of students as a group (even if in a sample) which provides information on whether the program is achieving its advertised ends.

Q. Why don't the assessment professionals at each campus just do this and produce a report?

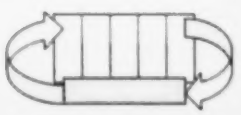
A. First of all, that would be too much like grading . . . and the goal of assessment is to produce results that will enable professional instructors to improve student learning, not a report on past performance. Only the faculty who guide the learning process can identify the intended outcomes of that process, what it is they expect to happen to/for the student. And while the assessment professionals can and will give helpful advice in constructing and administering the means of assessment, it is only the faculty who teach in that program who can decide what the results mean and suggest improvements.

Q. Since I oppose this whole effort on the grounds that it violates academic freedom, what will happen to me for not participating in assessment?

A. There will be no sanctions, penalties, or evaluation demerits for individual non-participation. The consequence of having outcomes and assessment means created by fewer than all the members of a department or program is that the non-participants have forfeited their 'say' . . . and the department has lost their input. It is non-participation that raises the worry about personal freedom: if one doesn't help form outcomes, then the possibility of "them" doing it to "me" arises.

Q. How can you assess attitudes and understandings which are simply not quantifiable.?

A. It seems a common misunderstanding that assessment requires that everything be reduced to statistical measures. The thrust of assessment is objective results such that anyone will know that the learning goals are being met; but this need not be quantifiable. If the faculty identify as an important result that which is not quantifiable, the process simply asks them to specify some objective means to demonstrate that the results are happening as intended.



Q. Do we all have to use standardized tests?

A. Of course not. Tests from outside organizations have the edge in objectivity but they are only one of many means of assessment. More importantly, they may not be valid in the judgment of the faculty who are identifying outcomes and means . . . and it is their judgment that counts. It may well be that an exam created by the department would be a better tool. The assessment professionals at each campus stand ready to help with a wide variety of assessment means . . . and tests from any source are only one possibility.

Q. Why is the North Central Association making us do assessment?

A. Right now, higher education is concerned with two national issues: the learning college and accountability. Assessment, actually, is not a new concept at all and addresses both these issues. Most teachers have been engaged in some types of assessment throughout their teaching careers and have found it to be a tool for understanding what their students are learning. Assessment also acts as a means of documenting that we, as faculty, are doing what we say we're doing.

Q. What is the connection among the various levels of assessment?

A. Let's remember that the focus of assessment is student learning. The most significant educational interaction happens between students and instructors in the classroom. The individual class section is part of a course, and courses are parts of departments and programs. These levels reflect different, yet interrelated, facets of the student's education.

Q. How will assessment help improve learning?

A. Assessment is merely a tool; however, it is a tool by which we can communicate with our students about learning. Assessment does not accomplish learning...but it provides information to the instructor who may use it to improve learning.

Q. Are adjunct faculty involved?

A. You bet! All faculty--full and part-time--are involved in student learning. We have many creative and dedicated adjunct faculty at SLCC, and the Assessment Committees will be planning several workshops at various times and locations to ensure everyone has an opportunity to learn about assessment.

STRUCTURE

During an academic year of study and deliberation, a college wide task force produced the present assessment plan which was inaugurated in 1997. Under this plan, the primary work of assessment is performed by the assessment **units**, with the support of the campus assessment **committees**, under the direction of the district **council**.

ASSESSMENT UNITS

These are the classroom instructors, academic departments, career program offices, college service units, etc., which will identify outcomes – student outcomes in the case of instructors, career programs and academic departments and service goals in the case of college services -- and create the means of assessment. Most importantly, when the results of the assessment activities are available, these units are to interpret and decide the use of the results. They will also provide to the relevant campus committee or the Coordinator of Assessment a summary report of this activity. The process of assessment begins and ends with these units.

CAMPUS ASSESSMENT COMMITTEES

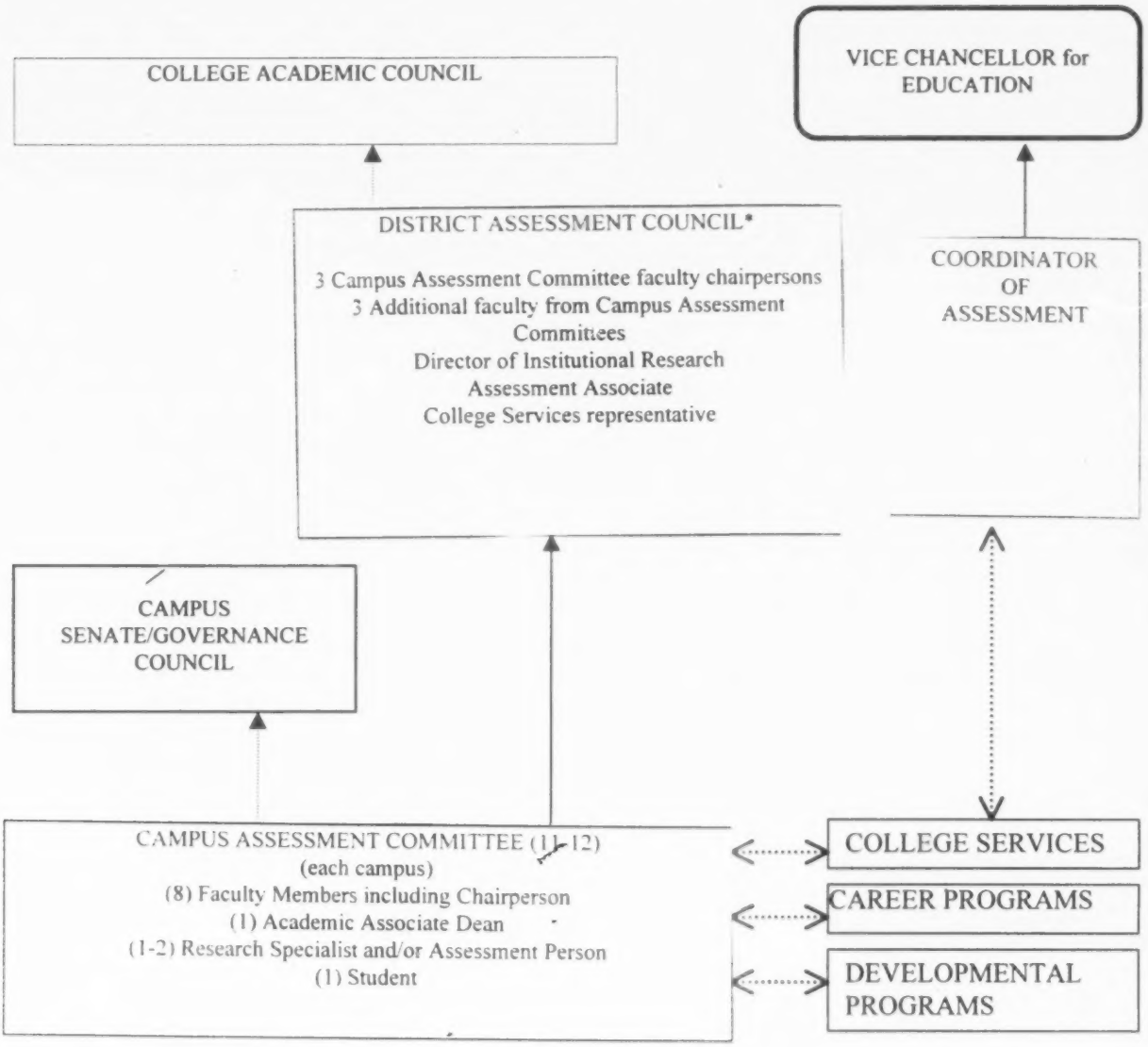
On each campus there is an assessment committee which monitors and supports the assessment units, collects and records the forms on which outcomes, means, the results, and use of results are recorded, and educates the staff concerning the assessment process. Each committee reports to the campus senate or governance council and the institutional affairs committee.

At present, each campus committee is composed of eight (8) faculty members, an employee from the campus services, an academic associate dean, the assessment professionals at that campus, and a student. However, the composition and duties of the campus committee may be changed as the District Council (*see below)* periodically evaluates the effectiveness of the assessment process.

DISTRICT COUNCIL

Reporting to the College Academic Council, this body sets general policy for the assessment structure and process, identifies the assessment units, supervises education about assessment, coordinates the process across the three campuses, and annually summarizes the results of assessment. In the fall semester each year, the Council reviews enrollment and graduation data for academic programs and indicates to the College Academic Council for possible deactivation any programs which have had no enrollment for two years and no graduates for five years. The Council is currently composed of six faculty members, an employee from college services, the Coordinator of Assessment (who reports as an employee to the Vice Chancellor for Education), and the Director of Institutional Research. Three of the six faculty members are the chairpersons of the campus committees; the other three are additional members of the campus committees elected, one from each committee, to serve on the Council.

ORGANIZATIONAL CHART OF ASSESSMENT



Current Membership of Campus Committees and District Council

District Council	Sol Rabushka Chairman Beth Anderhub	Janice Patton, Chairwoman Nancy Adams	Maureen Murphy, Chairwoman Judy Leach	Richard Baker, Coordinator Bonita Campbell John Cosgrove Research Director
	Stan Chambers Libby Fitzgerald Andrea Kintree Marita Jason Deneen Shepherd Bernie Weinrich Ethel Williams	John Coburn Tom Etling Deborah Graham Deb Iborg Tom Mines Diane Savoca Dot Thomas	Bob Checkley Win Chesney Angela Grupas Klaudia Krygiel Larry McDoniel Harold Salmon Ed Streif	
	Lauren Roberds Assessment Manager Linda Turner Learning Achievement Center Manager	Veronica Currie Acting Assessment Director	Ray Eberle-Mayse Assessment Director	
	Ethel S. Adolphe Associate Dean	Marcia Pfeiffer Associate Dean	Gloria Webb Adeyemi Associate Dean *Ann Divine* *Executive Dean* *(ex officio)*	
	FOREST PARK	FLORISSANT VALLEY	MERAMEC	

CAMPUS COMMITTEES

ASSESSMENT PERSONNEL

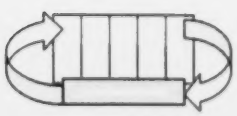
Coordinator of Assessment. This person is a full-time faculty member on full released time appointed by and reporting to the Vice Chancellor for Education and the college governance councils. The appointment is for one-year but may be renewed for a maximum of three years. The Coordinator:

- convenes and chairs the District Assessment Council,
- supervises the training of staff in doing assessment,
- creates educational materials on assessment,
- prepares (with the Assessment Associate) an annual report on assessment,
- publishes a monthly assessment newsletter,
- serves as a resource person for the District Assessment Council, campus assessment committees, and faculty and staff members with assessment responsibilities, and
- intercedes as needed on behalf of the assessment process.

Assessment Associate. This person is a full-time professional employee appointed by and reporting to the Director of Institutional Research. The Associate:

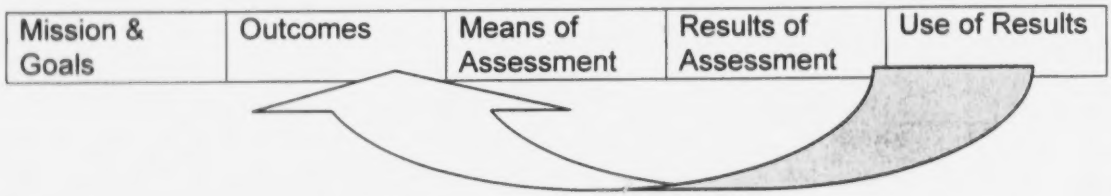
- conducts research involved in the assessment process,
- enforces the assessment timetable,
- maintains records of assessment data,
- analyzes and organizes assessment results, and
- prepares (with the Coordinator) an annual report on assessment

Academic departments and programs are urged to select a faculty member of that department or program to supervise her/his peers in the doing of assessment.



ASSESSMENT PROCESS

The current assessment plan employs the Five-Column Model identified with Dr. Jim Nichols[6] as a useful means of representing the process for assessing outcomes. This model essentially identifies five steps to outcomes assessment.



COLUMN I -- MISSION AND GOALS

The rather broad Mission Statement of the institution is expanded into individual, specific goal statements. At SLCC, the District Assessment Council accepted as completed the task of expanding the statement and utilizes the goals identified through the strategic planning process. Here are phrases from the Mission Statement and the Strategic Planning Directions and Goals which affect most academic programs.

Mission Statement

> St. Louis Community College . . . assumes responsibility and leadership in responding to the multiple educational and training needs of its diverse community and is committed to delivery of high quality instruction. . .

Strategic Goals

> St. Louis Community College will create a more learner-focused institution;
>
> > provide flexible, innovative, and timely curricula and services to meet community, employer, and individual student needs, and;
> >
> > promote the development and implementation of innovative and flexible teaching methodologies and delivery systems that enhance learner success.

At the beginning of the assessment process, each assessment unit will need to identify the portion or

[6]James O. Nichols, Director, University Planning and Institutional Research, The University of Mississippi and Institutional Effectiveness Associates.

portions of the Mission Statement/Goals which the unit intends to be fulfilling. There is a clearly identified space for this on the reporting form.

COLUMN II -- OUTCOMES

The assessment unit identifies intended outcomes for the program, course, service, etc. This is one of the most important steps in the process.

For an academic program or discipline, the unit is usually the department or career program. The outcomes statements are descriptions of what the faculty members thereof intend for students to know, think, or be able to do, as well as the attitudes, values, and skills to be acquired when they have completed the program or course. For the individual classroom, the outcomes are the knowledge units, skills, attitudes, etc., which the instructor intends to be learned in that day's class meeting. For a service, the outcomes are more likely to state the results of a process, rather than student achievements.

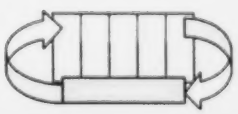
Each specific result should be the subject of a separate outcomes statement. Two outcomes connected with a conjunction do not simplify the task, as it is most likely that they cannot be evaluated with the same assessment means...and will remain two outcomes, not one.

The list of outcomes for a program may be long as the faculty members identify all the topics of knowledge they expect students to acquire, all the skills that must be gained to use that knowledge, and the changes in attitude that accompany participation in the program. By contrast, there may be only one intended outcome for an individual class meeting. However many intended outcomes there may be, only two or three will be assessed for a program or course in a given year--but the list should be preserved to provide additional outcomes to be assessed in the future.

The following are guidelines to obtaining useful outcomes statements:

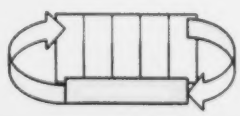
- There should be only one result in each statement (use no conjunctions!)
- The outcome should be consistent with the Mission statement.
- It should identify a key or core learning, not details.
- The outcome should be reasonable given the ability of the students.
- It should be clear--so we can know when it's accomplished.
- The outcome need NOT be quantifiable, merely verifiable.

Here are examples suggesting how outcomes should . . . and should not . . . be written if useful assessment is going to happen.



USABLE	PROBLEMATIC
"Students completing the XXXX program will be able to identify the major contemporary theories in the field."	"Students completing the XXXX program will know the history of interpretation and present theories in the field." (N.B. knowing the history is one outcome and naming contemporary theories is a second outcome: two outcomes statements are needed)
"Students completing the XXXX program will be successfully employed in the field."	"All students of the XXXX program will know about XXXX." (N.B. given known student ability, it is unreasonable to expect ALL to come out the same & 'know about' is too general to ascertain)
"Students completing English 101 will be able to critique a brief draft essay, pointing out grammatical, spelling, and punctuation errors and offer appropriate suggestions for correction of the deficiencies."	"Students completing the course will be able to write." (N.B. unclear and not sufficiently specific)
"Students completing the General Education program will be able to think critically by recognizing both formal and informal arguments, their premises and conclusions."	"Students completing the General Education program will be good citizens with sound religious values." (N.B. this is not consistent with the Missouri Statement and Goals)
"Students completing the XXXX program will compare favorably in their knowledge of XXXX with those completing similar programs nationally."	"Students completing the XXXX program will rank near the top in their knowledge of XXXX when compared to students nationwide." (N.B. probably unreasonable given the ability of SLCC students)
"Students completing the XXXX program will be able to identify the major subdisciplines in the XXXX field."	"Students of the XXXX program will be able to fully describe all schools of thought in the XXXX field." (N.B. not core concepts; too detailed)

Faculty members from the three campuses meeting together on Staff Development Day, March 27, 1997, produced an impressive number of intended outcomes, some for specific programs, others for the four broad program areas [career, developmental, transfer, and general education.] The outcomes for the four program areas were then circulated among the faculty for their feedback and to ascertain which of the many outcomes had consensus support and, therefore, could serve as guides and goals for specific programs. These faculty-generated, faculty-selected outcomes indicate what the faculty expects students to achieve in SLCC programs.

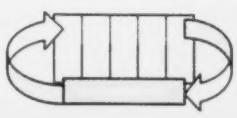


CAREER PROGRAMS	DEVELOPMENTAL PROGRAMS
1. **Students completing the program will be employed successftilly in the field.** 2. Students completing the program will be technically proficient in the fieid. 3. Students completing the program will meet accrediting/licensure requirements. 1. **Employers of students completing the program will express satisfaction with students' skills, attitudes, and job-related behavior.**	1. Students will be successful at written and oral communication. 2. *Students successfully completing a course as a prerequisite will successfully complete the appropriate subsequent course.* 3. Students will be able to read effectively. 4. Students completing this developmental program will see themselves as capable of participating in an academic culture.
TRANSFER PROGRAMS	**GENERAL EDUCATION**
1. **Students will be able to transfer program courses to a four-year institution.** 2. Students of this program will experience academic success at transfer institutions. 3. Students will be satisfied with their preparation for transfer to a four-year institution. 4. Students completing this transfer program will be accepted into the corresponding major program at a four-year institution.	1. Students will be successful at written and oral communication. 2. Students will be able to access, analyze, and interpret data related to course work. 3. Students will demonstrate problem-solving ability and scientific reasoning. 4. Students will fulfill degree requirements.

Those in bold face are collected annually by the District Assessment Council for all programs in each category; the outcome in italics is expected of all developmental programs annually. Each career and developmental program will be expected to identify one additional outcome for assessment annually.

The outcomes written that day for general education have been superceded by the action of the Board of Trustees (June, 1998) in adopting a Statement on General Education which identifies eight major skill and knowledge areas. (*see Appendix D)* These now constitute the outcomes for General Education. Each academic department/discipline/program should determine which skill areas pertain to its course offerings. The District Assessment Council will supervise the assessment of an additional one of these skill areas each year until all eight are being assessed. Departments and programs will be approached by the Council to participate in the assessment activities based upon which of the skills areas are emphasized in that discipline. The GenCAT project, administered in the fall semester 1998, assessed the 'Communicate Effectively" skill area through holistic reading of student essays. The schedule for introducing assessment of the remaining skills is:

1999-00	Think Critically
2000-01	Appreciate Aesthetic Expression
2001-02	Interact Productively
2002-03	Understand, Analyze, Access and Use Information



2003-04 Accept Personal Responsibility
2004-05 Accept Social Responsibility
2005-06 Value and Practice Inquiry

In classroom assessment, the outcome is whatever the instructor intended to have happen in the class at that particular session or as a result of several sessions. This could be a particular skill, e.g., the ability to assemble a piece of lab equipment, a concept, a set of facts, etc. And the intended outcome will determine to some degree the means of assessment.

COLUMN III -- MEANS OF ASSESSMENT

For each outcome identified (above) the assessment unit must decide upon means of assessment[7]. A means of assessment is the mechanism by which student achievement of the outcome is ascertained.

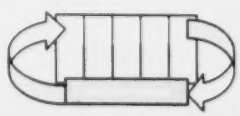
While a test is often the first means of assessment to come to mind, the important distinction is that assessment is concerned with the aggregate performance of a group of students rather than the testing of individual students to determine course grades. Further, the course test created by the instructor does not carry the same sense of abstraction and objectivity as a national standardized test and a departmental exam would be more objective than an instructor's.

It is important that there be more than one assessment means for each outcome. For example, a standardized test (if available for that program) and a survey of student attitudes which asked if students 'felt well-prepared' might both assess a 'knowledge-of-the-field' outcome. The second means of assessment verifies the outcome.

In creating and describing the means of assessment, it is crucial that specific standards or criteria be identified up front . . . or the results will tell the department or program faculty nothing. For example: it is quite acceptable for an outcomes statement to say, "graduates of XXXX will be successfully employed in the field", but the means of assessment MUST specify what will identify success. For example:

> "80% of the graduates of XXXX program will report employment in the field on the survey distributed one year after graduation."
>
> "90% of those students responding to a follow-up survey one year after transfer will respond that all of their SLCC courses were accepted as prerequisites."
>
> "The average score of the graduates of XXXX program on the national XXXX exams will be ±2% of the 50th percentile compared to the national results."

[7] As indicated above, the means of assessment for General Education skill areas will be determined by the District Assessment Council for college-wide use.



"80% of the journal articles submitted will be judged acceptable for publication by a jury from 0000 University."

"70% of the student samples will contain an adequate explanation of the XXX concept which is central to our 101 course."

"80% of employers surveyed will respond that they would be pleased to employ future graduates of XXXX program."

With the exception of the required outcomes for career and developmental programs (*previous page)* where the District Assessment Council has adopted a standard, there is no required level of success – that is the judgment of the faculty members who identify the outcome and means of assessment. However, performance levels should reflect what OUR students can do . . . '100% surpassing national norms' is too high and unrealistic, '25% of a national norm' is so low as to be suspect (presumably they should be able to perform that poorly without our help.)

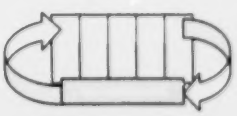
In classroom assessment, the faculty member is free to select any means of assessment appropriate to the purpose. This may mean constructing a new technique or adapting one of the hundreds of different classroom techniques available in the literature. What it rarely means is 'testing the student,' as the purpose of classroom assessment is not student grading, but an aggregate picture for the instructor of whether most students are learning the intended outcome.

PROGRAM AND COURSE ASSESSMENT MEANS

Following is a list of commonly used means of assessment for programs and courses. The list is not exhaustive and is not a shopping list; that is, departments are urged to create means of assessment which are NOT on the list whenever the new creation is better suited to measuring the outcome they have identified.

Qualitative Means. These assessment tools try to grasp the whole of a student's achievement with information which usually cannot be quantified and/or counted. Key to using these means is a clear statement in advance of the ingredients and criteria for judgment. For program assessment, a summary of the aggregate of these measures would be needed: 70% of the student portfolios (for example) would be found to be acceptable:

- **Portfolio** - Each student would create a portfolio with the same ingredients and, for the program assessment, the same elements in each would be reviewed.
- **Public Performance** - In art or music each student might have a culminating product or performance and, with some creative thought, students might be evaluated in other fields by different forms of performance, e.g., participation in student elections, volunteer work, clinicals, practice-teaching, etc.
- **Juried Competition** - Here there would need to be outsiders, e.g. a panel of colleagues from another institution or employers.



- **Oral Examination or Defense of a Thesis** - Again, outside experts would be needed for the judging.

- **Interviews** - These can be especially useful for college services, where student perception of advice/help received can demonstrate performance.

Quantitative Means. These tools have the advantage of producing numerical data which can be easily aggregated to indicate program performance.

- **Standardized Tests** - These have the advantage of instant credibility but are not available for all programs and disciplines and, more importantly, may not suit (in the judgment of the program faculty here) what is done in our program or field. They also are expensive.

    - **Locally-developed Tests** - These allow a department to tailor the test to the actual content of a program or course and let the faculty later pinpoint just what students aren't achieving, but they take a lot of faculty time and may lack credibility. However, they can be useful in conjunction with other means of assessment.

    - **Admissions Tests for Transferring Students** - The problem is, there aren't many places using them.

    - **Licensure Exams** - CPA, nursing board, and similar exams are excellent measures of a program's effectiveness.

- **Surveys** - Sent to former students, these can provide measures of employment, indicators of student satisfaction with training received, self-evaluation of competency, etc. Sent to employers, they can produce evaluations of student skills, attitudes, and knowledge and of employer willingness to hire our students in the future.

- **Tracking Data from Transfer Institutions** - Transfer acceptance and performance after transfer are key measures of our transfers programs. The College regularly receives data on numbers of SLCC students at state and private institutions, numbers of degrees received, GPAs at the end of the first year, and SS# lists of SLCC students. Tracking of students in specific disciplines, however, requires special requests to the receiving institutions, even articulation.

- **Observational** - This means of assessment involves a particular kind of knowledge-based performance, where the assessment is a matter of observing (or counting) how many students successfully performed some product of learning (assuming it is required of all students in that program or course.) Examples would include: creating an executable computer program, publishing a journal article, submitting an architectural plan, designing an advertising campaign, repairing a mechanical defect, completing an accounting project, etc.

CLASSROOM ASSESSMENT TECHNIQUES (CATs)

Each instructor at SLCC, full-time and adjunct, is expected to conduct at least one classroom assessment each semester and submit a Classroom Assessment Record (*see p.)* to his/her department. The choice of a CAT is left entirely to the individual instructor and is often determined by the nature of the particular class and the information sought. Instructors may also wish to create there own means of assessment...which is how all the ones mentioned originated. However, it is not a means of student evaluation of instruction.

There are many reference books on CATs which the instructor may wish to consult for examples. The following is a partial and very selective list of some of the most popular techniques of classroom assessment techniques, very briefly summarized. [8]

- **Minute Paper** – Allowing three minutes at the end of a class period, instructor asks student to write briefly answers to two questions, often worded thus: 1) What was the most important thing you learned during this class? and 2) What important question remains unanswered? Especially useful for identifying successes and weaknesses with content.

- **Categorizing Grid** – Students are given a grid with two or more categories and a list of terms each of which is to be matched to the right category. Shows instructor how students are doing with analysis, especially sorting of concepts, procedures, etc.

- **Application Cards** – After classroom activity on a theory or principle, instructor hands index cards to students and asks them to write one real-world application for the concept.

- **Approximate Anaglogies** – Students are asked to complete an analogy, using one or two words, where instructor states first part of the analogy. For example, "Bach is to music as ___ is to ___" where second part is to be from the instructor's field, thus showing students' ability to relate items in the field. If part of answer is provided, it can also assess grasp of content, e.g., "Bach is to music as ____ is to My Field."

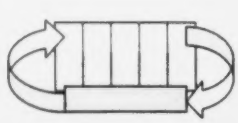
COLUMN IV - RESULTS

This is the step of administering the several means of assessment specified above and collecting the results.

In the case of surveys, there will be considerable time spent creating and mailing/administering the survey instrument; results may be slow in coming in and only a small number will respond at all. In the case of tests, getting students to take them will require some creative use of incentives IF the test is not part of a key course, a capstone course or required in order to get the degree/certificate. There is no incentive for a student to come on a Saturday to take a test that is just for program assessment.

---

[8] While taken from Angelo & Cross, Classroom Assessment Techniques (San Francisco: Jossey-Bass Publishers, 1993) these examples are found in most reference books.



Once gathered, the results will be reported along with the means of assessment. The statements can be brief: "70% responded they would hire future graduates"; "55% of the articles were found acceptable"; "The average score was at the 37th percentile". Because the criterion was stated in the means of assessment, the results need only state the results in the terms specified.

In the case of classroom assessment, instructors do not report results. However, others have found it helpful to discuss results with colleagues merely to help with understanding what's happening in our classrooms.

COLUMN V - USE OF RESULTS

If the purpose of the assessment process is to improve learning, then this step is the payoff, the bottom line. Here the department members decide what the results tell them about student learning. If the criterion was clear, each result should indicate that the learning the department intended to take place either is . . . or is not . . . being achieved.

Where the criterion is met or surpassed, the department or program may rightly conclude that no change is needed and report "no action required." If, when the same outcome is assessed the next year, the results are repeated and the faculty can insure that improvement has occurred, the department should consider assessing a different outcome in the next cycle.

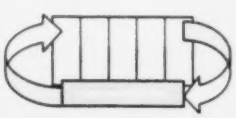
In the case where the results indicate that the criterion level was not achieved, the department or program needs to evaluate the results further.

- The results may, in the judgment of the department faculty, suggest a weakness in the program or course in a very specific area, where Change X will correct the situation. Assuming that they implement Change X, the department would then report "Change X undertaken." The department would then want to use the same means to assess the same outcome next year to discover whether the change improved student achievement.

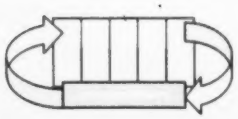
- The results may, in the judgment of the department faculty, suggest a weakness in the program . . . but it may not be obvious what change is needed. In this case the department use of the results might be to establish a task force of faculty members to examine the matter and report at a later date. The department would then report "task force appointed" or "curriculum review undertaken" as the use of the results. At a later date, following the review, a more extensive "Use of Results" statement might be forthcoming.

It is not possible for the Campus Committee or the District Council to tell an assessment unit what to report in this "column" (*represented by Form D.)* Only the unit can determine what needs to be done. The Campus Committee is to see that, whatever the use of the results indicated by the faculty, it gets done and recorded, as this is the fruit of assessment and the part of the record that will be of greatest interest to outside observers.

The Use of the Results is the part of the assessment process that most concerns faculty members as



it carries the implied threat of 'telling a faculty member how to teach.' Therefore, it should be emphasized that only the department can decide how to use the results and that the results are typically about program content, not individual teaching techniques. The more-typical possibility is a department agreement to add a unit to a course or more time to an existing unit...and all who teach that course would be expected to follow that recommendation.



FACULTY RESPONSIBILITY AND PARTICIPATION

Having provided background on the why and how of the assessment of student academic achievement, this section will, as briefly as possible, answer the question, "What is the faculty supposed to do?"

INDIVIDUAL FACULTY MEMBERS

CLASSROOM ASSESSMENT Classroom assessment is an assessment activity done by the individual instructor in his/her classroom. The assessment activity is the choice of the instructor, selected to assess the particular outcome identified by the instructor for that day's class. The assessment device may be of the instructor's own creation or one selected from the many already in use by others. The information derived from classroom assessment can only be used by the instructor to improve learning as she/he sees fit. The assessment record provides documentation that assessment was done, not whether it meets a standard.

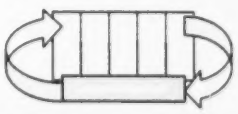
Each classroom instructor – adjunct as well as full-time – is expected to do one classroom assessment each semester (*see p. 18*) and record it on a form (*see p.25*) Past experience suggests that using one CAT leads to more and faculty members ought to do (and record) as many as they want. Faculty members are urged to discuss the results with colleagues, but those members who desire privacy may submit a record without name. The first assessment is to be done early enough in the semester so that results may be shared with students while they are still enrolled in that section. When completed, the Classroom Assessment Record is to be submitted to the instructor's department/or program, either to the chairperson/director or other department/program member selected to handle assessment forms.

COURSE & PROGRAM ASSESSMENT In addition, individual faculty members are expected to participate in the program assessment and course assessment activities of their department or program, as described below.

GENERAL EDUCATION ASSESSMENT Finally, instructors may be asked to volunteer for participation in the several college-wide assessment projects that will take place

ACADEMIC DEPARTMENTS/DISCIPLINES/PROGRAMS

COURSE ASSESSMENT Beginning with the fall semester 1999, each department and program is to assess at least one course each year with the long-range goal of assessing all courses in the unit over time. It is expected that each department/program will first assess its course with the highest enrollment (often this is the 101 course.) In instances where more than half of the unit's enrollment is in that one course, the unit is urged to assess that course every two or three years...not waiting until all other courses have been assessed to re-assess the core course. As mentioned earlier (*p. 15)* there are a variety of ways of assessing whether the course produces the results intended. And while a standardized test or a department final can assess the effect of the whole course, units may



be interested in assessing one important unit or topic identified in the course profile. In preparation for assessing a course the faculty of the program or department may want to revise the course profile for that course to better specify the intended outcomes or learnings.

Each department or program submits its assessment materials to one campus assessment committee (*see Appendix A)* as a district-wide program or department, not three separate departments. The plan for assessment (*Form B)* is submitted early in the semester and the results (*Form C*) when they are available...probably around the end of the semester. Form D (*Use of Results*) is completed only after the district-wide department/program faculty has met to decide what improvements are suggested by their analysis of the results...and this might be several weeks into the new semester.

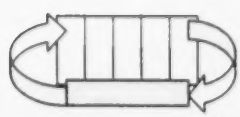
PROGRAM ASSESSMENT Each career and development program is expected to do program assessment annually, largely as explained in the Assessment Process section (*above.*) In the fall semester each academic year, the unit will submit a Plan for Assessment (*Form B)* identifying at least one outcome to be assessed and the means of assessment. In the spring semester, the results of that assessment will be recorded on Form C to which will be added the results of additional assessment, as follows:

- for career programs, the District Assessment Council will add the results of two surveys conducted by the College each year which examine 'employment of graduates 180 days after graduation' and 'employer satisfaction with graduates';

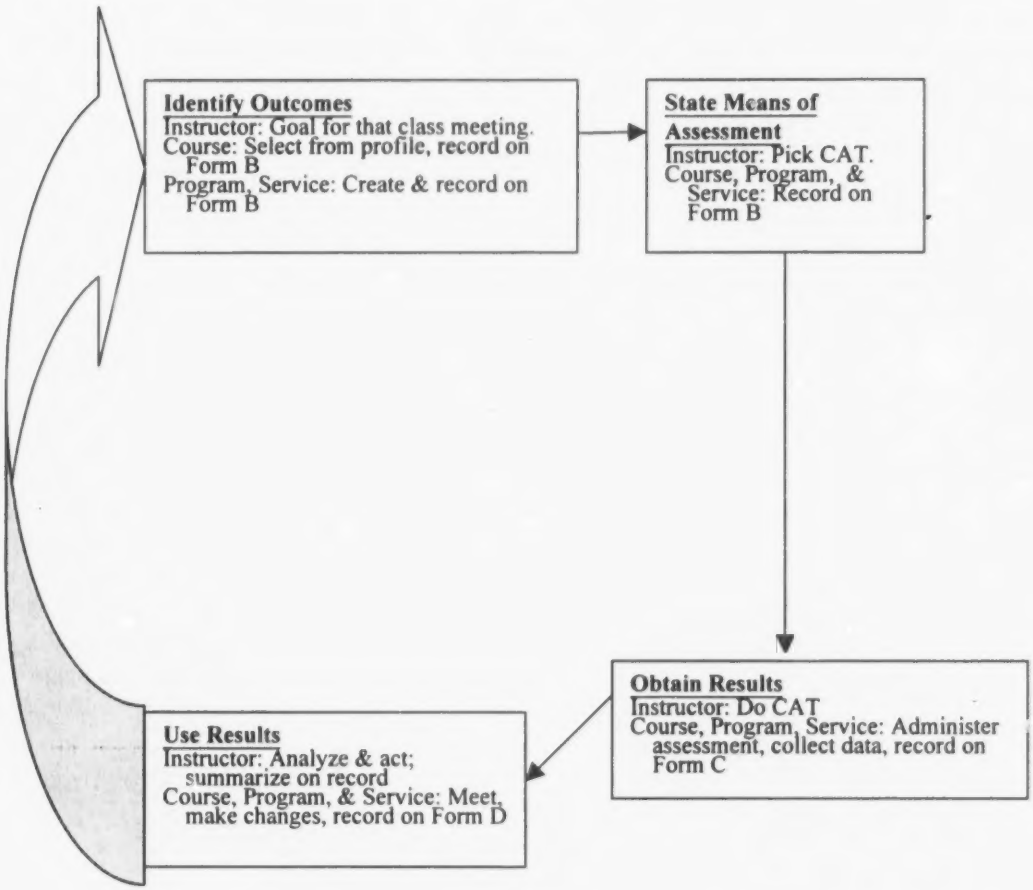
- for developmental programs, program personnel will record the success rate of students progressing through the programs course sequence.

After the results have been reviewed by the district-wide program faculty, Form D (*Use of Results*) will be submitted to the responsible campus committee.

INTAKE (*PLACEMENT*) ASSESSMENT Departments and programs – either prior to doing outcomes assessment or as a result of it – may wish to establish reading and other minimum skill requirements with cut-off scores for entry placement in their courses.



FLOW CHART FOR ASSESSMENT
-- The Feedback Loop --


Identify Outcomes
Instructor: Goal for that class meeting.
Course: Select from profile, record on Form B
Program, Service: Create & record on Form B
State Means of Assessment
Instructor: Pick CAT.
Course, Program, & Service: Record on Form B
Obtain Results
Instructor: Do CAT
Course, Program, Service: Administer assessment, collect data, record on Form C
Use Results
Instructor: Analyze & act; summarize on record
Course, Program, & Service: Meet, make changes, record on Form D

Instructor: Classroom assessment to be done each **semester**

Department / discipline: Course assessment to be done **annually**

Career / Developmental Program: Program assessment to be done **annually**

College Service: Program assessment to be done **annually**

Confer Timetable Appendix B

BEST COPY AVAILABLE

THE FORMS

The Campus Assessment Committees and persons selected by their department or program will supervise and help assessment units report their assessment activities using four forms. In the narrowest sense, completion of these forms is all that has to be done for assessment--but to complete them, it is necessary to comprehend the rationale and process of assessment, and to undertake specific activities.

CLASSROOM ASSESSMENT RECORD

To be submitted by individual faculty members each semester.

FORM A: Assessment Contact Sheet

This form will be required of career & developmental program coordinators and departments and will only need revision when personnel change. This form simply identifies the programs & units and who will be supervising assessment in them.

FORM B: Plan for Assessment

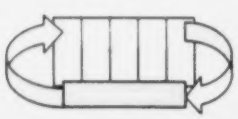
Each year, the assessment unit will use this form to record the intended outcomes to be assessed that year, their relationship to the Mission Statement, and the means of assessment to be employed.

FORM C: Assessment Results

When data is available, i.e., when the assessment has been done, either by the assessment unit or the Office of Institutional Research, the actual results-will be recorded on this form and made part of the record of the assessment unit and the Coordinator of Assessment.

FORM D: Use of Assessment

The assessment record will only be complete when, after consideration of the results, the assessment unit describes the use of the results [the feedback loop,] which could include changes & improvements or that no change was needed.



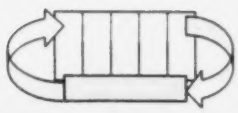
COURSE/SECTION_____ SEMESTER_____

FACULTY MEMBER_____ CAMPUS_____

CLASSROOM ASSESSMENT RECORD

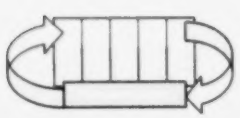
1. What assessment procedure(s) did you use (empty outline, minute paper, muddiest point, concept map, etc.)

2. What effect did the results of this (these) assessment procedure(s) have on your teaching?



DEPARTMENTS AND PROGRAMS

THE FOLLOWING FORMS ARE TO BE USED ANNUALLY BY CAREER PROGRAMS, DEVELOPMENTAL PROGRAMS, AND DEPARTMENTS FOR COURSE AND PROGRAM ASSESSMENT.



ASSESSMENT YEAR _____ DATE SUBMITTED _____

Form A: Assessment Contact Sheet

[DEPARTMENT / DISCIPLINE / PROGRAM]

List all disciplines and departments included in this unit.

_____

_____

_____

_____

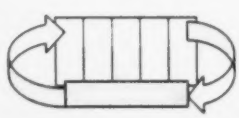
_____

_____

Department Chairperson	Associate Dean
FV –	
FP –	
M --	

Assessment person:

_____



ASSESSMENT YEAR _____ DATE SUBMITTED _____

SUBMITTED BY _____

Form A: Assessment Contact Sheet

_____

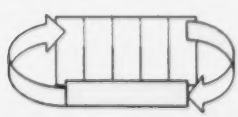
[DEVELOPMENTAL PROGRAM]

Department Chairperson or Program Coordinator	Department
FV –	
FP –	
M --	

Note: the program coordinator is considered to be the contact person for assessment purposes. If someone else has been so designated, please provide the name here:

_____

Assessment Committee Liaison _____



ASSESSMENT YEAR _____ DATE SUBMITTED _____

SUBMITTED BY _____

Form A: Assessment Contact Sheet

[CAREER PROGRAM]

List all degrees and/or certificates included in this assessment as they are listed in the College Catalog. Include the type of degree or certificate (AA, AAS, etc.)

_____

_____

_____

_____

_____

Program Coordinator	Department
FV –	
FP –	
M –	

Note: the program coordinator is considered to be the contact person for assessment purposes. If someone else has been so designated, please provide the name here:

Assessment Committee Liaison _____

PROGRAM ASSESSMENT
CAREER & DEVELOPMENTAL

ASSESSMENT YEAR _____ DATE SUBMITTED _____

SUBMITTED BY _____

Form B: Plan for Assessment

[CAREER/DEVELOPMENTAL PROGRAM]

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE

Mission: _____

_____

_____

Goal(s): _____

_____

INTENDED OUTCOME OR OBJECTIVE

Outcome: _____

_____

1a: Means of Assessment and criterion for success _____

_____

_____

1b: Means of Assessment and criterion for success: _____

_____

_____

Outcome: _____

_____

2a: Means of Assessment and criterion for success _____

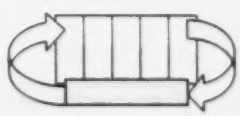
_____

_____

2b: Means of Assessment and criterion for success _____

_____

_____



Describe fully the plan for carrying out these assessments: _____

_____

_____

_____

_____

_____

Assessment instrument(s) to be used: _____

_____

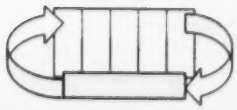
_____

Target date for the collection of data: _____

Person in the program responsible for the assessment plan:

_____

Phone number _____



COURSE ASSESSMENT

ASSESSMENT YEAR _____ DATE SUBMITTED _____

SUBMITTED BY _____
ASSESSMENT PERSON --

PHONE _____

Form B: Plan for Assessment

[DEPARTMENT / DISCIPLINE / PROGRAM]

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE

Mission: _____

_____

_____

Goal(s): _____

_____

INTENDED OUTCOME OR OBJECTIVE

Outcome: _____

_____

1a: Means of Assessment and criterion for success _____

_____

_____

1b: Means of Assessment and criterion for success: _____

_____

_____

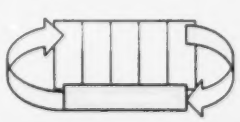
Outcome: _____

_____

2a: Means of Assessment and criterion for success _____

_____

_____



2b: Means of Assessment and criterion for success _____

_____

_____

Describe fully the plan for carrying out these assessments: _____

_____

_____

_____

_____

_____

Assessment instrument(s) to be used: _____

_____

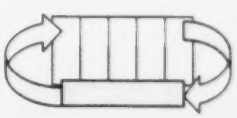
_____

Target date for the collection of data: _____

Courses/sections/campus in which the outcomes will be assessed:

Course number	Section(s)	Campus

ASSESSMENT YEAR _____ DATE SUBMITTED _____



ASSESSMENT YEAR _____ DATE SUBMITTED _____

SUBMITTED BY _____

Form C: Assessment Results

_____

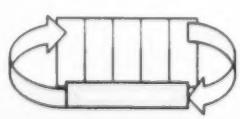
[CAREER PROGRAM]

'Means of Assessment' # on Form B	Criterion of Success (from Form B)	ACTUAL RESULTS
1a		
1b		
2a		
2b		

Include copies of the actual data collected, if possible.

ANNUAL REQUIRED OUTCOMES

Outcome	DAC Criterion of Success	Actual Results
Employer Satisfaction		
Employment 180 days on		



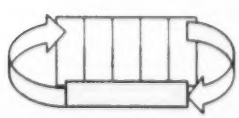
SUBMITTED BY _____

Form C: Assessment Results

[DEPARTMENT / DISCIPLINE / PROGRAM]

# of Means of Assessment on Form B	Criterion of Success (from Form B)	ACTUAL RESULTS
1a		
1b		
2a		
2b		

Include copies of the actual data collected.



ASSESSMENT YEAR _____ DATE SUBMITTED _____

SUBMITTED BY _____

Form D: Use of Assessment

[CAREER/DEVELOPMENTAL PROGRAM –DEPARTMENT/DISCIPLINE]

Summarize the assessment results:

_____

_____

_____

_____

Indicate areas where improvement is needed as revealed by these results:

_____

_____

_____

_____

Describe the use of these results to improve the student learning:

_____

_____

_____

_____

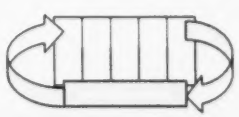
Suggestions for next year's assessment plan:

_____

_____

_____

_____



ASSESSMENT YEAR _____ DATE SUBMITTED _____

SUBMITTED BY _____

Form D: Use of Assessment

[CAREER/DEVELOPMENTAL PROGRAM –DEPARTMENT/DISCIPLINE]

Summarize the assessment results:

_____

_____

_____

_____

Indicate areas where improvement is needed as revealed by these results:

_____

_____

_____

_____

Describe the use of these results to improve the student learning:

_____

_____

_____

_____

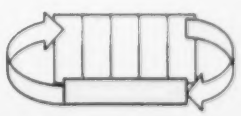
Suggestions for next year's assessment plan:

_____

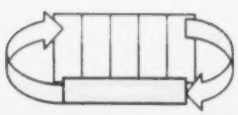
_____

_____

_____



To Course		
Course _____ To Course _____		
Course _____ To Course _____		
Course _____ To Course _____		
Course _____ To Course _____		



ASSESSMENT YEAR _____ DATE SUBMITTED _____

SUBMITTED BY _____

Form C: Assessment Results

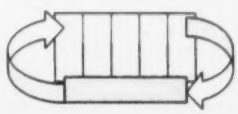
[DEVELOPMENTAL PROGRAM]

'Means of Assessment' # on Form B	Criterion of Success (from Form B)	ACTUAL RESULTS
1a		
1b		
2a		
2b		

Include copies of the actual data collected, if possible.

ANNUAL REQUIRED OUTCOME:
STUDENT SUCCESS IN NEXT IN SEQUENCE COURSE

Transition	DAC Criterion of Success	ACTUAL RESULTS
Course _____ To Course _____		
Course _____ To Course _____		
Transition	DAC Criterion of Success	ACTUAL RESULTS
Course _____		



ASSESSMENT YEAR 99-00

DATE SUBMITTED 9/3/99

SUBMITTED BY R.N. BELL

Sample

Assessment Form A: Contact Sheet

Nursing

[CAREER PROGRAM]

List all degree(s) and/or certificates included in this assessment as they are listed in the College Catalog. Include the type of degree or certificate (AA,AAS, etc.)

AAS

Program Coordinator	Department
FV –	*Fran Dennis*
FP –	*Marybelle Barnes*
M --	*Sharon Godwin*

Note: the program coordinator is considered to the contact person for assessment purposes. Please indicate if someone else has been so designated:

Assessment Committee Liaison *Sol Rabushka -- FP*

ASSESSMENT YEAR 99-00 DATE SUBMITTED 9/10/99

SUBMITTED BY R.N. BELL

Sample

Form B: Plan for Assessment

NURSING

[CAREER/DEVELOPMENTAL PROGRAM]

EXPANDED STATEMENT OF INSTITUTIONAL PURPOSE

Mission *...to provide...comprehensive postsecondary programs...that are academically, geographically and financially accessible....responding to the multiple training needs...and...delivery of high quality instruction....*

Goal(s): *Provide flexible, innovative , and timely curricula...to meet community, employer, and individual student needs.*

INTENDED OUTCOME OR OBJECTIVE

Outcome: *Graduates of the nursing program will be technically proficient.*

1a: Means of Assessment and criterion for success: *90% of the nursing department graduates will pass the State Nursing Board exam within six months of graduation.*

1b: Means of Assessment and criterion for success: *75% of employers when surveyed will report 'satisfied' or 'highly satisfied' with the technical knowledge of nursing program graduates.*

Outcome: _____

2a: Means of Assessment and criterion for success: _____

2b: Means of Assessment and criterion for success: _____

Please continue on other side

Describe fully the plan for carrying out these assessments: *the department chair regularly records pass/fail data for the State Boards and will supply results for whole department consideration; dept. member X will telephone 25 employers of recent graduates with a 5-question Survey;*

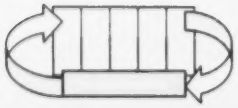
Assessment instrument(s) to be used:

department-constructed telephone survey; public record of State Nursing Board

Target date for the collection of data: *January 1999*

Person in the program responsible for the assessment plan:

R. N. Bell phone # 0001



ASSESSMENT YEAR 99-00

DATE SUBMITTED 1/28/00

SUBMITTED BY R.N. BELL

Sample

Form C: Assessment Results

NURSING

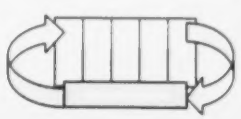
[CAREER PROGRAM]

'Means of Assessment' # on Form B	Criterion of Success (from Form B)	ACTUAL RESULTS
1a	*90% pass State Board*	*96%*
1b	*75% 'satisfaction'*	*83% satisfied in four categories; 61% in "use of respiratory monitoring" machines*
2a		
2b		

Include copies of the actual data collected, if possible.

ANNUAL REQUIRED OUTCOMES

Outcome	DAC Criterion of Success	Actual Results
Employer Satisfaction	75%	*83%*
Employment 180 days on	75%	*86%*



ASSESSMENT YEAR 99-00

DATE SUBMITTED 4/13/00

SUBMITTED BY R. N. BELL

Sample

Form D: Use of Assessment

NURSING

[CAREER /DEVELOPMENTAL PROGRAM/LEARNING UNIT]

Summarize the assessment results: *Data on employment and employer satisfaction indicates the nursing program is meeting and exceeding college standards; results on State Boards indicate program is achieving its goals; results of department survey indicate weakness in one job skill area, use of respiratory monitoring machines*

Indicate areas where improvement is needed as revealed by these results:

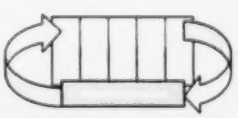
Training on respiratory monitaring machines is below employer expectations

Describe the use of these results to improve student learning:

After a two-month review by a task force of department members which included discussions with dissatisfied employers and study of other area nursing programs, the unit on respiratory monitoring in NUR 105 was expanded from one to two weeks and an improved manual, 'The Operation of Respiratory Machines' was ordered for the course, commencing Fall'99.

Suggestions for next year's assessment plan:

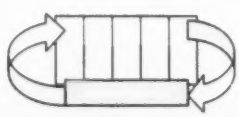
Follow-up with same survey to see if changes have produced graduates who are technically proficient in all categories



Appendix A: Committee – Department/Discipline/Program Assignments

CAREER PROGRAMS

PROGRAM	ASSESSMENT COMMITTEE RESPONSIBLE
Accounting	M
Accounting Assistant	M
Administrative Office Systems	FV
Architectural Technology	M
Automotive Technology	FP
Aviation Technology Air Traffic Control Aviation Management Ground School	M
Banking and Finance	M
Biomedical Engineering Tech.	FV
Broadcast Engineering Analog Maintenance Digital Maintenance Production Maintenance	FP
Building Inspection Housing Inspection	FP
Business Administration	M
Central Service Technology	FP
Chemical Independence	M
Chemical Technology	FV
Child Care - AA Child Development Development Disabilities	M
Child Care: Assistant	M
Civil Engineering Technology	FV
Clinical Lab. Technology	FP
Commercial Photography Commercial/Industrial Commercial/Portrait Photo/Communications	FP
CADD	FV
Computer Aided Manufacturing	FV
Computer Aided Publishing	FP
Computer Engineering Technology	FV
Construction Technology	FV
Corporate Security	FP
Court Reporting	M
Credit Management	FV
Criminal Justice Corrections	M
Deaf Communication Interpreter	FV
Dental Assisting	FP
Dental Hygiene	FP
Desktop Publishing	M
Dietetic Technology Food Service Nutrition	FV
Electrical Engineering	FV
Electronic Studio	FV
Emergency Medical	FP
Entrepreneurship	M
Fashion Merchandising	FV
Fire Protection Safety	FP
Food Distribution	M
Funeral Director	FP
Gardener Training	M
Gerontology	FP
Graphic Communication	FV
Horticulture	M
Hospitality Culinary Arts Hotel/Restaurant Mngmnt	FP
Human Services Corrections Disabilities	FV
Industrial Electronics	FV
Information Systems AS 400 Programmer Network Specialist Microcomputer Applications Programmer/Analyst	FV
Interior Design Store Planning	M
International Business	FP
Labor/Management Relations	M
Lead Maintenance Mechanic	FP
Legal Assistant	M
Legal Office Systems	FV
Logistics Management	M
Maintenance Mechanic	FP
Management/Supervisory	M
Manufacturing Technology Computer Design Production	FV
Mass Communications Print Broadcasting	FP
Mechanical Engineering Tech.	FV
Medical Transcription Office Support	FV
Microcomputer Applications	FV
Microcomputer Programming	FV



CAREER PROGRAM . . . . continued

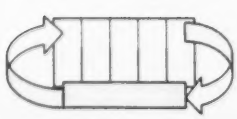
PROGRAM	ASSESSMENT COMMITTEE RESPONSIBLE
Microprocessors: specialization	FV
Nursing	FP
Occupational Therapy Ass't	M
Office Assistant	FV
Office Systems Management	FV
Paramedic Technology	FP
Phlebotomy	FP
Photo Lab Technician	FP
Physical Therapist Assistant	M
Plumbing Design	FP
Quality Control Technology	FV
Radiologic Technology	FP
Real Estate	M
Respiratory Therapy	FP
Robotics Technology	FP
Sales	M
Surgical Technology	FP
Technical/Business Communication	FP
Technical Illustration	M
Telecommunications Engineering Technology Basic Electronics	FV
Tourism Business Mngmnt Travel Agency Mngmnt	FP
Ultrasound Technology	FP
Voice/Data Communications Analyst	M

DEVELOPMENTAL PROGRAMS

PROGRAM	ASSESSMENT COMMITTEE RESPONSIBLE
Reading	FV
FP--Learning Achievement Centers FP, FV, M--Reading Centers M--Study Skills Center	M
Writing	FP
Math	M

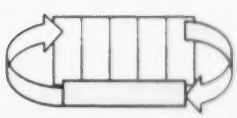
DEPARTMENT/DISCIPLINE

Art	FV
Biology	FV
Behavioral Sciences (Psychology, Sociology, Anthropology)	M
Business Administration / Economics	M
Chemistry/Geology/Physics/ Physical Science	M
Counseling	M
Engineering and Technology	FV
English	FP
Foreign Languages	M
History/Political Science	FP
Information Systems	FV
Library Services	FV
Mass Communication/ Communication/Theatre	FP
Mathematics	FP
Music	M
Philosophy/Humanities	FP
Physical Education	FP
Reading	FV



Appendix B: TIMETABLE FOR ASSESSMENT

Annual *(commencing '99-'00)*
2nd. Fri. Oct. -- **Outcomes & Means of Assessment** (Form B) due from programs, college services, departments /disciplines
Individual faculty Assessment Record due to department/discipline/program
Nov. mtg. Dist. College Academic Council – DAC suggestions to deactivate
1st Mon. March – reporting of **Results** (Form C) to programs, college services, departments & disciplines
Individual Faculty Assessment Records due
March – peer review of Assessment plan, structure, operation
3rd Fri. April – career & developmental programs, college services, departments / disciplines report **Use of Results** (Form D)
Aug. 15 – submission of Annual Report by Coordinator of Assessment



Appendix C: VOCABULARY OF ASSESSMENT

Assessment: NCA uses the following description:

The systematic collection, examination, and interpretation of qualitative and quantitative data about student learning and the use of that information to document and to improve student learning.

n.b. to distinguish between the assessment of incoming student abilities which has been done for years, the earlier process has been called *Intake Assessment* with this new process identified as *Outcomes Assessment*.

Staff Evaluation This is the process by which employee performance is measured in an institution and has NO connection with assessment.

Board Policy C 19 Employee Evaluation ¶ 2 "…. While it is expected that all employees will participate in assessment activities relevant to their service or program and may choose to cite these activities as part of their self-evaluation, employee evaluation will be separate from assessment."

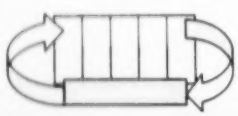
- Assessment is not and should not be associated with faculty evaluation…
- The object of analysis is the program or service, not the individual student or faculty member.
- Assessment is about improving learning not judging teaching.

Assessment Unit This is a generic term for any group of employees who are doing assessment and includes academic departments and programs, learning units, and college services: the individual faculty member is also an assessment unit.

Outcomes (D)escriptions of what the department faculty intends for students to know, think, or be able to do when they have completed the program, as well as attitudes, values, and skills to be acquired as citizens, employees, and life-time learners. Additionally, there are outcomes for any course, often identified in the syllabus, and outcomes for any day's class meeting.

Means of Assessment (T)he mechanism by which student achievement of the outcome is ascertained. Examples include surveys, interviews, standardized tests, portfolios, juried performances, research data from outside sources, peer review, etc.

Use of Results Here the department members decide what the results tell them about student learning. The Campus Committee is to see that, whatever the use of the results indicated by the faculty, it gets done and recorded, as this is the fruit of assessment and the part of the record that will be of greatest interest to outside observers. The Use of the Results is the part of the assessment process that most concerns faculty members as it carries the implied threat of 'telling a faculty member how to teach.' Therefore, it should be emphasized that only the department can decide how



to use the results and that the results are typically about program content, not individual teaching techniques. This is the 'feedback loop' emphasized by NCA, where the faculty who decide the outcomes use the assessment results to improve the outcomes, e.g., the next class, the next semester of the course, the program for the next set of graduates.

Levels of Assessment

- **Classroom** Assessment: An exercise or activity selected or designed by the individual instructor to discover what students are learning or if students are learning what was intended in a single class meetings or a small number of consecutive class meetings. The instructor evaluates the results to decide if changes are needed in future class meetings. The typical question addressed by the assessment is, Did students learn what I intended them to learn today?
- **Course** Assessment: Activities selected by faculty members who teach a course to discover if students are learning what those faculty members intend as a result of taking that given course. Those instructors – occasionally that would mean an entire department – decide if the results require changes in the course to improve student learning. The typical questions addressed by course assessment are, Do students taking the course learn what we, the faculty who teach it, intend them to learn and acquire the skills, attitudes, and competencies which we intend for them to have at the end of the course?
- **Program** Assessment: Activity identified by faculty members of a program and staff members of a college service, to measure two or more of the many outcomes (goals, objectives) intended by that program or service. The typical questions addressed by assessment of career programs are, Can most of our graduates find employment in the field? Are employers satisfied with the graduates' knowledge, skills, and attitudes? The typical question addressed by assessment of developmental programs is, Are most students who are successful in a given developmental course successful in the following course for which that course was a prerequisite?
- **Institutional Effectiveness**: The accrediting agency term for the collective effect of all these measures as an assessment of the whole college. Typical question for this level is, Does the college fulfill its stated mission?